



Mark Coscarella, Ed.D.

Deputy Superintendent

**Mara Lud** *Executive Director for Student Learning* 

#### Delsa Chapman

Director of Magnet Programs & High Schools

#### Many thanks to...

the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



## DRAFT

Kindergarten • First Quarter

Pacing Guide



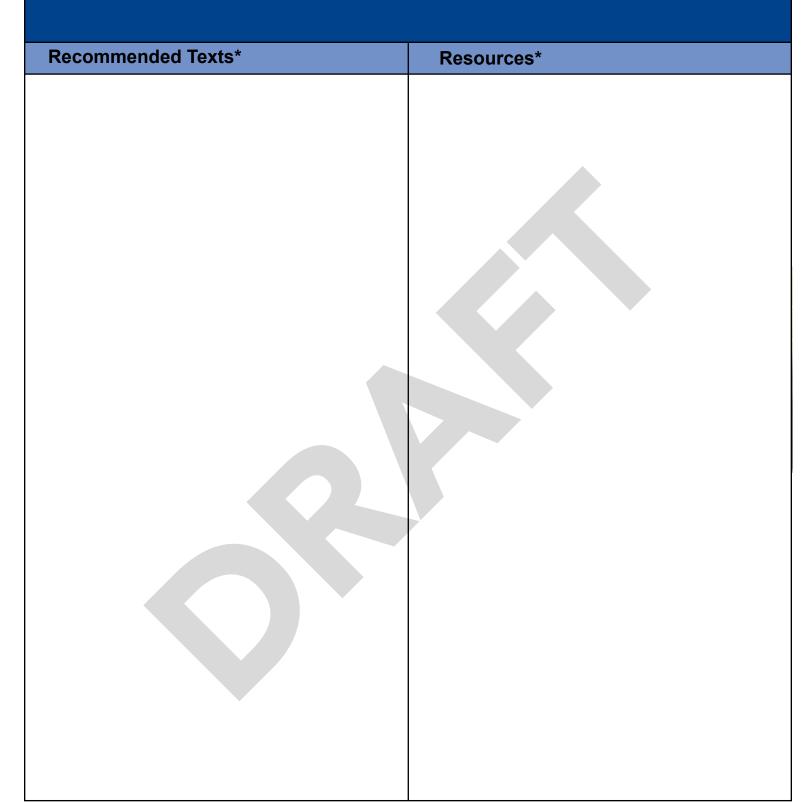
# Social Studies

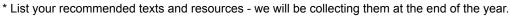
### **Introduction to Your Social Studies Pacing Guide**

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- These expections will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Kindergarten		Social Studies		First Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
K - H2.0.1  I CAN understand what yesterday, today, and tomorrow means.  K - H2.0.2  I CAN make my own timeline using events from my own life.	K - G1.0.2  □ I CAN use special words to tell where something is located in the classroom.	K - C2.0.1  I CAN identify our country's flag.  I CAN tell why our flag is important.  K - C2.0.2  I CAN give you reasons to make things fair.  I CAN give you reasons to make sure it's good for everyone, all people are safe.  K - C2.0.3  I CAN tell about fair ways for a group to make decisions.	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.
Vocabulary				
Future Past Present Timeline	Positional In/out Up/down Above/below	Decision Fair (ness) Safe Symbol		







Mark Coscarella, Ed.D.
Deputy Superintendent

**Mara Lud** *Executive Director for Student Learning* 

#### Delsa Chapman

Director of Magnet Programs & High Schools

#### Many thanks to...

the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



## DRAFT

Kindergarten • Second Quarter





# Social Studies

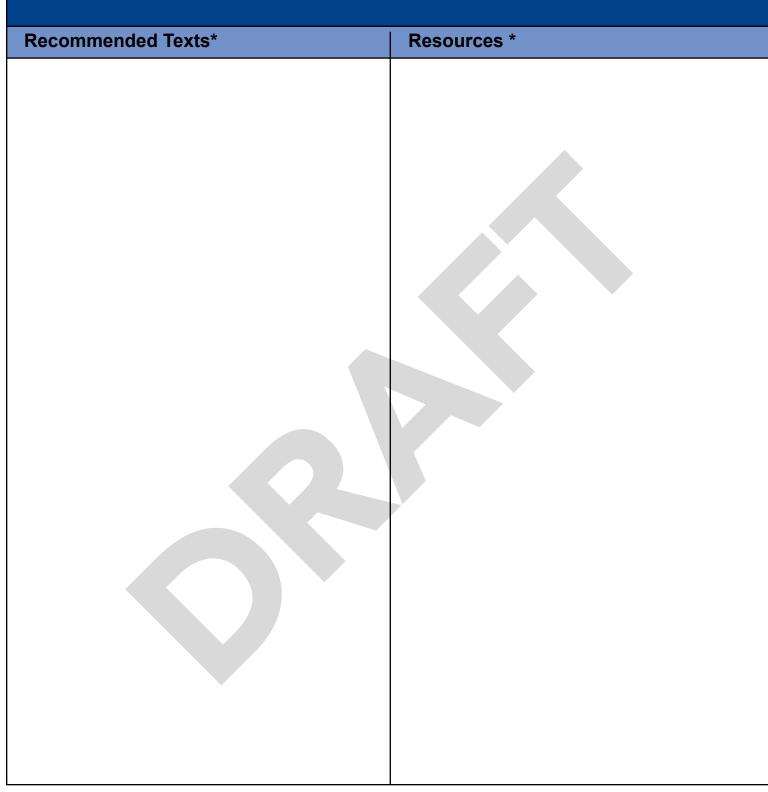
### **Introduction to Your Social Studies Pacing Guide**

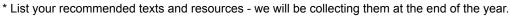
Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. The following tips may be helpful as you begin using the

Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- These expections will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Kindergarten		Social Studies		Second Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	K - G1.0.1    I CAN understand that maps and globes show where places are in the world.  K - G2.0.1    I CAN name and describe places in my environment where I am; my home, my school, and my classroom.	K - C5.0.1  I CAN tell about times I have made good choices.  I CAN describe some of the responsibilities I have at home and school.	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	<ul> <li>K - P3.1.1</li> <li>I CAN tell about a problem we are having in the classroom.</li> <li>K - P3.1.2</li> <li>I CAN graph data about a classroom problem.</li> <li>K - P3.3.1</li> <li>I CAN tell you how I feel about an issue (something happening, a problem) in my classroom.</li> </ul>
Vocabulary				
	Globe Map World	Responsibility		Data Graph Issue







Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud Executive Director for Student Learning

#### Delsa Chapman

Director of Magnet Programs & High Schools

#### Many thanks to...

the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



## DRAFT

Kindergarten • Third Quarter





# Social Studies

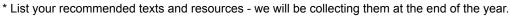
### **Introduction to Your Social Studies Pacing Guide**

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- These expections will be threaded throughout Social Studies units.
- · Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- · Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Kindergarten		Social Studies		Third Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
K - H2.0.3  □ I CAN listen to a story that happened a long time and tell you what happened at the beginning, middle, and end of the story.  K - H2.0.4  □ I CAN tell you how people learn about things that happened a long time ago.  Vocabulary  History	K - G5.0.1  I CAN tell about how people use our environment to get what we need and want.  Environment Need Want	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	K - E1.0.1  I CAN tell others about things I have wanted.  Need	K - P3.1.3  □ I CAN compare how I feel about a class-room issue with how another person feels.







Mark Coscarella, Ed.D.

Deputy Superintendent

**Mara Lud** *Executive Director for Student Learning* 

#### Delsa Chapman

Director of Magnet Programs & High Schools

#### Many thanks to...

the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



## DRAFT

Kindergarten • Fourth Quarter





# Social Studies

### **Introduction to Your Social Studies Pacing Guide**

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- These expections will be threaded throughout Social Studies units.
- · Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Kindergarten		Social Studies		Fourth Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter.  Continue to reinforce skills and concepts previously introduced, as necessary.	K - E1.0.2  ☐ I CAN describe goods and services.  ☐ I CAN draw goods and services.  K- E1.0.3  ☐ I CAN draw and tell about a picture that shows someone trading for something they want.	K - P4.2.1    I CAN make a plan to let other people know about a public issue in our classroom.    I CAN put the plan into action.  K - P4.2.2    I CAN work on a project to help others.
Vocabulary			Goods Services Trade	Action plan Common good Public issue